

# **Utah Valley University**

## **Behavioral Science Department**

### **Tenure Criteria**

**Draft: 25 April 2011**

---

#### **Areas of Evaluation**

You will be evaluated in three general areas of performance: Teaching, Scholarship, and Service. You should strive to perform at sustained levels that meet common expectations for your field. The lists below are suggestive; it is not expected that you will complete every possible item of evaluation. Rather, you will work with a mentor and the Retention, Tenure, and Promotion committee to create an individual tenure plan and tenure portfolio that adequately address each area of evaluation.

#### **Teaching**

Utah Valley University is a teaching university. Consequently, teaching is of great importance and will be given the largest weight in all of your evaluations.

*Collegiality in Teaching.* You should work with your department to determine a reasonable teaching load and be willing to serve as an occasional substitute or guest speaker in other classes. In addition, you should work to create a classroom environment that promotes freedom of learning and expression in an atmosphere of civility and respect for all.

*Subject Matter Mastery.* You should be a content area expert. Your content knowledge should be comprehensive and current.

*Curriculum Development.* You should be continually involved with enhancing and improving the curricula of the courses you teach. You should participate in the review and coordination of existing curriculum and, as needed, participate in the development of new courses and programs.

*Course Design.* You should demonstrate a clear understanding of the following elements of course/program design: course objectives, course/program content, content-specific teaching methodology and student learning activities, and content-appropriate student assessment procedures (both formative and summative). You should also understand the interrelatedness of each of these elements.

*Instructional Delivery.* You should use a variety of teaching methods, materials and assignments, as appropriate, to facilitate student engagement – both within and outside the classroom – to maximize student learning.

*Teaching Improvement.* You should utilize a variety of improvement methods to enhance your teaching ability including peer reviewers, formative evaluations by students, the services offered by the Faculty Center for Teaching Excellence (e.g., pedagogical training or the Students Consulting on Teaching program) and/or participation in teaching-related conferences (either general or within your discipline). In addition, you should document your efforts to improve your pedagogy (not just content knowledge).

*Assessment of Learning.* You should utilize tests, written assignments, practica, and/or projects to accurately and productively assess student learning and to provide both formative and summative feedback to your students in a timely way.

*Validity of Grading.* Grading should show adequate discrimination of student performance.

*Advising & Mentoring of Students.* You should maintain and publish office hours, be regularly available, and serve as a student resource as appropriate, such as supervising independent studies projects or serving on thesis committees.

*Administrative Aspects.* You should insure that book orders, library reserve requests, grade reports, and current syllabi are created and filed in a timely manner. Class attendance and punctuality are obvious requirements.

*Professional & Ethical.* You should insure that non-discrimination, appropriate interpersonal relations, respect for diverse views, and academic honesty characterize your professional interactions.

### **Scholarship**

Scholarship is an essential part of UVU's mission. However, levels of scholarship need to be appropriate to the faculty member's other demands and engagements.

*Collegiality in Scholarship.* You should show respect for the ideas, perspectives, and scholarly and creative work of others. A willingness to collaborate with others and to evaluate the work of others is also greatly valued.

*Content Research.* You should engage in sustained, ongoing research that yields tangible results. The full range of research methodologies is welcomed, such as quantitative surveys, ethnographies, qualitative case studies, historical analyses, program evaluations, laboratory experiments, theoretical critiques, computer simulations, etc. Such research can also include conducting empirical and theoretical reviews of research performed by others and conducting your own original empirical or theoretical research. The scholarship of teaching is also welcome and will count toward this element.

*Disseminating Research.* You should disseminate your research and scholarly work through publication in peer-reviewed journals, chapters, and books, as well as through presentations at professional conferences. Other forms of research dissemination, such as film or video, computer applications, white papers, or exhibitions, among others, may also be appropriate depending on the standards of your field and the nature of your research. At least some of your research should be disseminated in peer-reviewed outlets.

Dissemination of your scholarship to the local community is important and will be appropriately recognized as professional outreach, which is an essential service that UVU routinely offers, especially when there is strong potential for impacting practice. However, outlets that involve peer review generally carry more weight.

Scholarship that has been accepted for publication or presentation will count as if it had already been published or presented. Scholarship that has been submitted and is under review should be included in faculty portfolios. Even though it will carry less weight than if it were already accepted, it will, along with scholarship that has already been published or presented, help establish the nature of your sustained, ongoing research.

*Professional Involvement.* You should network with peers within your disciplines via conference

attendance/presentation, publication, creative presentation or performance, consulting, and other academic community networking. In addition, networking that is interdisciplinary or cross-disciplinary is also encouraged when possible.

*Student Involvement in Research.* Consistent with the University's focus on undergraduate education and on engaged practice, you are expected to involve students in your research and mentor them in their own research whenever the subject matter and method permit, given reasonable logistical circumstances and adequate student training. Community partnerships are also encouraged as appropriate.

### Service

Service is a key part of academic life and, in particular, UVU's mission as an engaged university. As such, quality service is strongly encouraged. However, levels of service need to be appropriate to the faculty member's other demands and engagements. Clinical faculty have additional expectations, which are outlined below.

*Collegiality in Service.* You should be willing to contribute to committee and individual assignments in your Department, College, and University. You are also encouraged to mentor other faculty in service responsibilities.

*Academic.* Evidence of your service to the institution includes but is not limited to your contribution to committees and individual assignments at department, college, and university levels, organization of and participation in university events, attendance at department and college seminars, development and promotion of academic programs, and other meaningful activities that contribute to student and faculty success and the university's activities and priorities.

*Professional Organizations.* Evidence of your service to your profession may include – but is not limited to – the following.

- Serving as an editor or reviewer for manuscripts and grant proposals.
- Participating on professional committees.
- Organizing professional meetings, conference sessions, symposia, etc.
- Serving as an officer for a professional organization.
- Collaborating with colleagues within and outside the university.
- Actively contributing to the advancement of the profession.
- Serving on a committee for a thesis or project.
- Serving as a supervisor or advisor for extracurricular student activities.
- Completing other activities in a professional organization as negotiated in advance with the RTP Committee.

*Community.* You should apply your academic expertise to local, regional, or national concerns. Evidence of outreach to the community includes professional presentations to community groups, organizing or participating in volunteer activities, participation on public committees or councils, and other activities that allow you to contribute your professional expertise to the community.

*Ethical Conduct.* You shall be thoroughly familiar with the ethical standards and regulations of your professional organizations and shall strive for exemplary ethical conduct in your

activities.

*Clinical Work.* (For clinical faculty) You are encouraged to maintain a professional practice consistent with your level of training, academic responsibilities, and the following recommendations:

1. *Licensure.* You should maintain an appropriate license from the relevant professional and governmental organizations.
2. *Ethical Conduct.* You are expected to abide by the ethical rules of your discipline in your clinical work.
3. *Clinical Practice.* You may practice on campus and seek reimbursement for your consultation and clinical services as long as:
  - a. The method of reimbursement does not require extensive work that would pull you away from your other duties and obligations to the university (e.g., billing practices, paperwork)
  - b. You maintain your own liability insurance
4. You will meet with the chair and RTP committee to specify the number of hours per week of clinical practice the department will support. Together you will determine the percentage load that the clinical practice will count toward your tenure and promotion in the area of service.
  - a. You will provide clinical practice but not at the expense of your other teaching, scholarly and service obligations
  - b. If other work demands are preventing you from engaging in this clinical service to the community, you are encouraged to meet with the chair and RTP committee to reevaluate expectations.
5. You may engage in additional clinical practice on your own time outside of your agreed upon clinical work so long as it does not interfere with your obligations to the university.

**Unanimously Approved by Departmental Faculty, 25 April 2011**